DOCUMENT RESUME

ED 110 385 95 SO 008 515

AUTHOR Azzouz, Azzedine; And Others
TITLE Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Vol. 7, No. 2, 1973.
INSTITUTION Agence Tunisienne de Public Relations, Tunis (Tunisia).
SPONS AGENCY National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
PUB DATE 73
NOTE 47p.; For a related document see SO 008 467; Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.
DESCRIPTORS Adult Education; *Annotated Bibliographies; Bibliographies; *Comparative Education; Developing Nations; *Dropout Problems; Educational Development; Educational Philosophy; *Educational Problems; *Educational Research; Educational Theories; Higher Education; International Education; Vocational Education
IDENTIFIERS *Africa; Algeria; Libya; Morocco; Tunisia

ABSTRACT

English language annotations of newspapers and government publications covering educational materials of interest to North Africans to 1) raise the consciousness of their Islamic and Arabic heritages (Arabization) and 2) to adapt education to the problems of the multilingual population are included in this bibliography. Citations are categorized by country. Within the major categories are subtopics including educational organization, vocational education, teaching aids, religious education, Arabization and bilingualism, and a special section on school failure and dropouts. A list of sources and authors concludes the bibliography. (JR)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED110385

SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

ALGERIA
LIBYA
MOROCCO
TUNISIA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Vol. 7 No. 2 1973

SP 005 515

Compiled for the Office of Education
U.S. Department of Health, Education and Welfare
and the National Science Foundation, Washington, D.C.
by the Agence Tunisienne de Public-Relations,
6, rue de Hollande, Tunis, TUNISIA.

00002

PB 74-55073/02

Prepared for

THE OFFICE OF EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

and

THE NATIONAL SCIENCE FOUNDATION, WASHINGTON, D.C.

by the

AGENCE TUNISIENNE DE PUBLIC-RELATIONS

Prepared by Azzedine Azzouz
with the assistance of
Christiane Djemili
Margaret Duggan Saidi
Janet Djebali

00003

P R E F A C E

Combatting illiteracy, preparing an often isolated youth with little broad cultural background to meet the needs and to face the requirements of modern society, and adapting to a multilingual situation - these are the major factors influencing educational philosophy in the Maghreb.

Illiteracy is being reduced by spectacular efforts at universal schooling.

In view of the wide-spread and sometimes dramatic social change taking place in these countries, education is in a transitional period during which it is trying to achieve a balance between the classic values and methods inherited from the colonizing countries and the practical needs imposed by a society which is increasingly in need of skilled labor and of teachers themselves.

Adapting education to the peculiarities of a multilingual population has in the past been a cause of frequent and disrupting changes of curriculum, but many of the problems related to this are now being resolved, and a clear trend towards "Arabization" can now be remarked, with an attendant emphasis on instilling in children a consciousness of their Arab and Islamic heritage.

The main difficulty in compiling a bibliography such as this is that most material must come from newspapers and from government publications. Other material, where it exists, has been published outside the countries and has not always been classified. Thus there are available many figures, many statments of policy, some evaluation of past results and practices, and very little thorough analysis.

Despite the inadequacies which necessarily result from these difficulties, these issues will be, we hope, not only of use to educators and students, but also of interest to those with a general interest in North Africa.

TABLE OF CONTENTS

I. ALGERIA 1

Educational organization 1
- Primary education 2
- Secondary education 2
- Vocational education 3
- Higher education 4

Teaching aids 7
Religious education 8
Artistic education 8
Special education 8
Cooperation 9
Arabization and bilingualism 9

II. LIBYA 11

Educational organization 11
Cooperation 11

III. MOROCCO 12

Educational organization 12
- Primary education 14
- Secondary education 15
- Higher education 16

Adult education 17
Cooperation 17
Arabization and bilingualism 17

IV. TUNISIA 20

Philosophy and theory of education 20
Educational organization - Primary education. 25
- Secondary education 27
- Vocational education 28
- Higher education . 30

Teaching aids 32
Special education 34
Cooperation 35
Arabization and bilingualism 36

V. SPECIAL PROBLEM - SCHOOL DROPOUTS 38

Articles concerning school failure and dropouts 39
List of periodical sources 40
List of authors 41

I. ALGERIA

Educational organization

1. Adam, André. "Algérie 1 l'enseignement" (Algeria 1 Education). Chronique social et culturelle. Annuaire de l'Afrique du Nord, 1972. Paris CNRS 1973, pp. 381-385.

This chapter gives the statistics for the 1971-72 school year concerning the numbers of students and teachers. The educational budget represents 19.6% of the overall 1972 budget. The rate of enrollment in primary schools is 62.18% (76.09% for boys and 48.12% for girls). In vocational and secondary education, the proportion of enrollments is 12.29% for Algeria as a whole (17.25 for boys, 7.61 for girls). There are 24,334 students in higher education, and 1,368 students abroad.

School dropouts are a source of great concern for the education authorities. The policy of Arabization is being pursued at all levels. "Original" (religious) education is not, however, tending to disappear, and there are 20 establishments of original education. Certain measures have been taken to improve the educational system.

2. "L'enseignement dans les oasis. M. Benmahmoud: nous attribuerons à la wilaya tout ce dont elle a besoin" (Education in the oases. Mr. Benmahmoud: "we shall give the wilaya everything it needs"). El Moudjahid, April 1-2, 1973, p. 2.

The minister of primary and secondary education investigated the educational situation on the site. The chief problems are caused by the shortages of qualified staff, of primary school dormitories, and of facilities.

Laudable efforts have been made, and the wilaya of the oases, which used to be far behind, has gone beyond some wilayas of the north. Solutions should be found to the existing problems in the near future.

3. Cherbal, Abdelmajid. "Réunion hier de la CNJ. Le renforcement du système éducatif largement débattu" (Meeting yesterday of the National Youth Commission . The reinforcement of the educational system discussed at length). El Moudjahid, May 3, 1973, p. 3.

The debates of the National Youth Commission concerned the reinforcement of the educational system. The lack of commitment of certain teachers was mentioned, as were the measures taken to correct the deviations from the old system (Arabization, technology institutes, organization of cultural and sports activities).

4. "Mesurer et reconser les efforts déployés. M. Benmahmoud préside une réunion des cadres" (Measuring and evaluating the efforts made. Mr. Benmahmoud presides over a meeting of qualified staff). El Moudjahid, May 15, 1973, p. 2 (1 col.).

The aim of the meeting of the staff of the Ministry of Primary and Secondary Education, which was held at the National Literacy Center, was to evaluate the efforts made during the 1970-1973 four-year plan, to present the next four-year plan and the long-term objectives, and to reorganize the services of the education and culture bureau. The minister declared, on the subject of the cultural revolution, that it was necessary to depart from the traditions in order to get an overall view of life, at the same time keeping in mind the actual Algerian situation. He emphasized the new measures taken in education.

Educational organization - Primary education

5. Belkhodja, Amar. "Tiaret: Des insuffisances dans le secteur primaire" (Tiaret: Inadequacies in the primary sector). El Moudjahid, April 27, 1973, p. 7.

The education sector is absorbing considerable investments, and there is a veritable burst of school construction, but much remains to be done because of the rate of population increase. In the wilaya of Tiaret, there is a distinct weakness in the proportion of school enrollment. The cause of this is a lack of schools and the scattering of the rural populations. Considerable numbers of girls are absent from school.

Six primary schools have just been built, and the continuing shortage of space has been partially remedied by holding split sessions.

Difficulties arise in secondary education primarily because of the low number of schools and especially of dormitories.

Educational organization - Secondary education

6. "Bac 73 - 22,375 candidats" (The baccalaureate in 1973 - 22,375 candidates). El Moudjahid, June 12, 1973, p. 2.

The students are on the whole satisfied with the subjects, but they show certain misgivings as to their future university studies. The statistics continue to reveal a disequilibrium between the numbers of students in the scientific and the literary branches. The proportion of students passing the baccalaureate is higher than it was last year.

Educational organization - Vocational education

Note: "Enseignement moyen", which is translated here as vocational education or instruction, is a three-year terminal secondary program leading to a practical diploma.

7. "El Golea: un CEM de 60 places prêt pour la prochaine rentrée" (El Golea: a vocational high school with 60 places will be ready for the next school year). El Moudjahid, May 6-7, 1973, p. 7 (1/4 col.).

Education in the daira of El Golea has, as of this year, reached one hundred per cent of the children of school age. For secondary vocational training, there exists one coeducational lycee, which is to be reinforced by a vocational high school. Technical education also occupies an important place, and there is an agricultural high school.

8. "L'école para-médicale de Annaba" (The para-medical school of Annaba). El Moudjahid, May 15, 1973, p. 7 (1 col.).

The purpose of this school is to train a maximum number of staff for the health establishments of the wilaya. A new school is to be built. The pedagogical organization is composed of a theoretical part, the first level of which is taught by monitors and the second level of which is taught by doctors or pharmacists, and of a practical part. The length of studies depends on the field of specialization. Practical training periods are organized. A high percentage of female students is recorded.

9. Khaznadji, A. "Enseignement moyen. 190,000 candidats ont subi les épreuves" (Vocational instruction. 190,000 candidates have taken examinations). El Moudjahid, June 8, 1973, p. 2.

The examination for admission to the first year of vocational education, or "enseignement moyen," consisted of three parts, Arabic, French and arithmetic. Because of the school substructure and the shortage of teachers no more than 40% of the candidates can be accepted.

The budget for school construction is considerable, but it is more and more difficult to find firms that will carry out the projects. The current aim is to improve the existing structures.

Students who are not admitted but who have passed the exam may apply to enter the second year one year later.

10. "A propos des réformes de l'enseignement technique" (Concerning reforms in technical instruction). El Moudjahid, June 30, 1973, p. 5 (1/2 col.).

This is a letter written by two drawing teachers concerning the problem of the reform of technical education. They criticize the lack of pedagogical meetings and of inter-establishment relations. They consider that those concerned are scarcely consulted in the reforms and that they are often badly informed. The authors also raise the question of the shortage of inspectors for technical education.

Educational organization - Higher education

11. "Mostaganem: 2000 élèves-ingénieurs de l'agriculture formés cette année à l'ITA" (Mostaganem: 2000 student agricultural engineers trained this year at the ITA). El Moudjahid, April 5, 1973, p. 7 (1-1/2 col.).

The wilaya of Mostaganem has achieved satisfactory results, even though the proportion of school enrollment has not reached 51%. There are three times more children enrolled than there were at independence. Much school construction has been carried out, but the effort must be increased in rural areas. The teaching staff is now entirely Algerian. One persistent problem is the shortage of canteens.

The number of students in secondary schools has increased six-fold, but the school buildings have not kept pace. Technical instruction is at a disadvantage. There are numerous technology institutes and a university residence complex is to be built.

12. "Révolution agraire" (The agrarian revolution). El Moudjahid, April 20, 1973, p. 2.

This page is devoted to two articles concerning the agrarian revolution. The first concerns the volunteer day with the lycee students during spring vacation.

The second article is a reprint of a speech given by the minister of higher education and scientific research in which he speaks of volunteer work, of the task of the committees, and also of the recasting of the university. The university, he said, must be adapted both to national problems and to the latest progress in pedagogy and in university organization. The students have understood the aims of the reorganization and have mobilized to put it into application.

13. Ourabah, Fadil. "Toute la dimension nationale de l'université" (The entire national dimension of the university). El Moudjahid, April 21, 1973, p. 1.

Starting in 1965, the university began to investigate the problem of its own definition, national and democratic. It is realizing its highest vocation through numerous pedagogical improvements. The present situation is evolving towards a total harmony with the requirements of the national politics. The university students have shown their approval for the reform of higher education, which is being carried out along the same lines as the agrarian revolution. The dynamism with which the university students are putting themselves into society is shown in their volunteer work.

14. "Après le séminaire du 25-28 avril. Constantine: l'université s'ouvre au réel" (After the seminar of April 25-28. Constantine: the university is opening out onto the real situation). El Moudjahid, no. 84, May 11, 1973.

The theme of this seminar was Algerian economic and social training. It confirmed the renovation of the university of Constantine, assigning to it a particularly dynamic role. It showed that a solid current of research is emerging.

15. "L'université des sciences et techniques à Alger. Objectif 2500 cadres par an" (The scientific and technical university in Algiers. Objective 2500 skilled staff per year). El Moudjahid, May 18, 1973, p. 3.

The university will be completed in 1976, but certain rooms are already ready for the 1974-75 school year, considering the economy's urgent need for trained staff. The architecture is functional and austere, to provide the students with a pleasant work atmosphere. All the advantages are to be found here - classrooms, laboratories, workshops, libraries, workrooms, sports grounds, a gym, a club, a restaurant and a university village. The facilities are planned to accomodate 11,000 students in biology, sciences, mathematics, physical sciences and technology.

16. Hadj, Chikh Bouchane. "L'université 'orienté'" (The "oriented" university). El Moudjahid, May 19, 1973, p. 1 (1/4 col.).

The university which has just been inaugurated is the symbol of the urbanized society and the mould for the Algerian technicians of tomorrow. It is an opening onto the world. The university students must integrate themselves into the society as a whole.

17. "Nouvelle université à Bab Ezzouar. Le président Boumédienne pose la première pierre de cet ensemble qui accueillera 10,000 étudiants" (New university at Bab Ezzouar. President Boumedienne lays the first stone of this complex, which will house 10,000 students). El Moudjahid, May 19, 1973, p. 1 (1/2 col.).

18. Lucas, Philippe H. "Une génération de technophiles? Les étudiants de l'Institut d'Etudes Politiques" (A generation of technophiles? The students of the Institute of Political Studies). Revue Algérienne des Sciences Juridiques, Economiques et Politiques, June 2, 1973, pp. 451-464.

This institute was created by a decree of August 2, 1969. The author thought it would be valuable to analyze the aspirations of the students of one establishment concerning their vocation, which is being reexamined within the framework of a reform of university structures. He also wanted to see how the students view themselves with respect to the political-administrative apparatus of Algeria. After a series of interviews, a questionnaire was prepared and given to the students of the three years of the IEP.

The answers given on the questionnaire shows a certain number of contradictions in the social aspirations of the students of the institute.

The last part of this article gives the analytical perspectives.

19. "Institut des techniques de planification et d'économie appliquée" (The institute of techniques of planning and applied economics). El Moudjahid, June 10-11, 1973, p. 5.

This institute trains the staff for the apparatus of planning in analysis of the economy and in statistics, in four years of studies. A theoretical and practical instruction with active pedagogical methods is given at the institute. The students specialize in the third year, after a common basic course of study. The article also indicates the opportunities, the conditions for admission, and the documents necessary for the filing of an application.

20. "Séminaire à l'Institut national d'Agronomie" (Seminar at the National Agronomics Institute). El Moudjahid, June 13, 1973, p. 3 (1/2 col.).

During this seminar, the director raised the question of student volunteer work, as well as the role of future agronomics engineers in the national economy.

21. "ENA. Sortie aujourd'hui de la promotion 'Ibn Khaldoun'" (National School of Management. Graduation of the "Ibn Khaldoun" class today). El Moudjahid, June 14, 1973, p. 2.

The ENA, created nine years ago, ensures the training of higher governmental staff. Admission is competitive, and is open solely to candidates holding a baccalaureate. A basis of common studies ensures a general legal, administrative and economic training. Training periods and study trips are organized. The student specializes after these two years of common studies. The fourth year includes an advanced specialization, and the fields of specialization are designated according to the country's needs.

22. "Réforme de l'enseignement supérieur. Une nouveauté à l'Université de Constantine" (The reform of higher education. An innovation at the University of Constantine). Révolution africaine, no. 486, p. 7.

An innovation in orientation has been introduced at the Institute of Biological Sciences of the University of Constantine. At the end of the "common trunk" of three university terms, the student should be able to choose his field thanks to two weeks of debates and reports on the different possibilities, showing the country's needs, and also thanks to an orientation record including the student's academic performance, the branches he is considering, and the reasons behind his choice.

Teaching aids

23. "Sid Ahmed Cheloufi: les techniques d'information au service de l'orientation scolaire et professionnel" (Sid Ahmed Cheloufi: the techniques of information at the service of academic and professional orientation). El Moudjahid, no. 83, May 4, 1973, p. 11.

This is an analysis of the works of a seminar held in Oran grouping counsellors of academic and professional orientation, heads of establishments, inspectors, ITE staff, and teachers. The aim of the seminar was to study information techniques and their rational use. This article briefly mentions the general conclusions and the outlines of the ideas on which those attending the seminar were in agreement.

24. "Séminaire technique d'information et de production à l'IPN de Ben Aknoun" (Technical seminar on information and production at the IPN of Ben Aknoun). El Moudjahid, May 25, 1973, supplément culturel, p. 13.

This seminar was held under the auspices of the Ministry of Primary and Secondary Education, in the aim of familiarizing the trainees with the ideas behind audio-visual means and with their utilization. In a speech, the director of the seminar specified the aims of the seminar.

Religious education

25. "L'Institut islamique 'Dar El Hadith' de Tlemcen: poursuivre l'oeuvre du Cheikh Bachir El Ibrahimi" (The Islamic Institute "Dar El Hadith" of Tlemcen: to pursue the work begun by Cheikh Bachir El Ibrahimi). El Moudjahid, May 23, 1973, p. 7.

This article is devoted to the institute founded in 1937 by Cheikh El Ibrahimi. This is an establishment of religious education with 17 classes, to which 15 more are to be added. Evening courses are also held, within the framework of the popular university. A new institute of religious education is under construction.

Artistic education

26. Benlaghdad. "L'institut national de musique" (The national institute of music). El Moudjahid culturel, no. 84, May 11, 1973 (2 pp.).

In the first part of this article, the author examines the country's musical heritage and its role. His aim is to favor the spread of music through teaching. It is necessary, he says, to define the objectives of musical education, to organize it, and to find out exactly what material and human requirements exist. An educational unit with a dormitory has been created for students from various parts of the country.

Special education

27. Zwobada, Jacqueline. "Les difficultés d'ordre phonétique dans l'apprentissage de la lecture et de l'écriture en milieu scolaire algérien" (Phonetic difficulties in learning reading and writing in the Algerian schools). Al-Lisaniyyat, vol. 2, no. 1 (1972), pp. 100-152.

With a view to preparing techniques of reeducation to permit the training of orthophonists in Arabic, a study has been done of the idea of dyslexia as a function of the Algerian situation. An

attempt has been made to specify the fields in which difficulties are encountered during school in the student population as a whole.

This study is concerned with establishing contact, as it were, with its subjects. The characteristics of their environment are related to the social and school environments, and have been revealed from a small sampling.

The research subject is difficulties in reading and writing noted as a function of linguistic and pedagogical criteria. A questionnaire was passed out to the teachers for this work.

Cooperation

28. "Les derniers instituteurs français vont quitter le pays" (The last French teachers are to leave the country). Le Monde, May 4, 1973 (1/4 col.).

At the beginning of the next school year all the teachers in French in the primary schools will be Algerians. Numerous classes in Arabic, on the other hand, will still be taught by cooperants, but there are plans to replace them as well.

Despite certain problems of personnel, Paris and Algiers are happy to note here a proof that "the end of cooperation is its own end."

Arabization and bilingualism

29. Berri, Younes. "Algérie: la révolution en arabe" (Algeria: the revolution in Arabic). Jeune Afrique, no. 639, April 7, 1973, pp. 14-17.

Algeria wants to make Arabic the language of letters and of modern studies. Starting with the first four years of school, more than two million children receive instruction entirely in Arabic. In comparison with the other countries of the Maghreb, the question of Arabization arose under the most unfavorable conditions in Algeria. It is in the domain of teaching that Arabization predominates. The plan is for total Arabization, but this is being carried out gradually, according to the opportunities. Instruction in foreign languages will be given at all levels. "Vertical Arabization," carried out by introducing the reform at the beginning of primary instruction, was abandoned in 1967, since, as in Morocco, it ended in an impasse.

The rest of the article discusses Arabization in sectors other than education.

30. Mazouni, Abdallah. "L'arabisation en Algérie" (Arabization in Algeria). Lamalif, no. 58 (April 1973), pp. 33-36.

Of all the Arab countries, Algeria is the one in which the French language is deepest-rooted. Arabization, which is held as a basic principle, will be set up first on the basis of a developing bilingualism. The present structure of education and the planning of Arabization are tending to verify the opinion that French is the language of the technician, and Arabic that of poetry and prayer. Scientific education is, in fact, carried out in French. The disciplines which have been Arabized are those which concern the education of the sensibility. Research on bilingualism is necessary for a successful transformation. Education must be inspired by the real situation. Now that instruction in French has been begun, it must be pursued relentlessly until satisfactory results have been achieved.

II. LIBYA

Educational organization

31. Sourieu, Christiane. "Libye. L'éducation nationale" (Libya. National education). Chronique sociale et culturelle. Annuaire de l'Afrique du Nord, 1972. Paris: CNRS, 1973, pp. 413-415.

No statistical information outside that on textbooks and the budget is available. The policy of investments is continuing, but certain fundamental needs which are difficult to satisfy, remain. Certain facts should be noted - the continuity of the Egyptian influence, or of the orientation of the culture through teachers and texts, the development of the relations between the university and the authorities. The difficulty to be overcome is both political and structural in nature.

32. "Les écoles préfabriquées, un succès pour l'industrie libyenne" (Prefabricated schools, a success for Libyan industry). La Presse, June 30, 1973, p. 8 (1/2 col.).

As a result of cooperation between Italy and Libya, 860 schools have been set up in Libya. Housing is planned for the instructors. Few schools have been planned for the urban areas; almost all have been installed in rural zones. Thirty thousand Libyan students are now studying in these comfortable, clean and functional classrooms.

Cooperation

33. "M. Driss Guiga regagne Tunis. Signature d'une convention sur le recrutement d'enseignants tunisiens en Libye" (Driss Guiga returns to Tunis. Signature of an agreement on the recruitment of Tunisian teachers in Libya). La Presse, April 18, 1973, pp. 1 & 5.

The aim of the meeting of the Tunisian and Libyan delegations was to discuss cultural and educational cooperation. A commission must examine the possibility of cooperation for the publication of pedagogical manuals. There was an exchange of views on the subject of standardizing teaching methods. An agreement was signed concerning the recruitment and the professional situation of Tunisian teachers in Libya.

III. MOROCCO

Educational organization

34. Adam, André. "Maroc. 1. L'enseignement" (Morocco, 1. Education). Chronique sociale et culturelle. Annuaire de l'Afrique du Nord, 1972. Paris: CNRS, 1973, pp. 393-396.

The first part of this article concerns the statistics of the fall of 1972 for secondary education. General instruction is divided into three types: bilingual, Arabized, and French. There is a considerable number of dropouts. Foreign teachers are still numerous. Several decrees were promulgated in 1972 creating or reforming educational establishments. A center for educational radio and television was inaugurated on November 18. The school of the "sons of the people" was founded by the Istiqlal party to try to save children who have been dismissed from school. The newspaper Al Alam has contested the principle of the existence of special schools for Moroccan Jews.

A new agreement for cultural and technical cooperation with France has been signed.

35. Adam, André. "Maroc. 2. L'agitation universitaire et scolaire et la crise de l'enseignement" (Morocco. 2. University and school unrest and the educational crisis). Chronique sociale et culturelle. Annuaire de l'Afrique du Nord, 1972. Paris: CNRS, 1973, pp. 396-399.

A separate chapter is devoted to this question, in view of its importance. The year 1972 was no calmer than the preceding one had been. The agitation which was resumed in October 1971 became worse, involving lycee students as well as university students and teachers. Repressive measures did not succeed in stopping the agitation. Reforms are to be studied.

It is difficult to discern the causes of the crisis. It has obvious political overtones. The individual demands do not appear to explain such a profound discontent. The inappropriateness of the instruction is a more pertinent explanation, and fear of the future is an important factor. The trouble in Morocco may be that the country inherited from the protectorate the educational system of a developed country and extended it without adapting it to the country's conditions.

36. Zgor, H'hammed. "Quelques problèmes généraux de l'enseignement de l'histoire - géographie du Maroc" (Some general problems of the teaching of the history and geography of Morocco). Didactiques géographie, dossiers de recherche et d'enseignement, vol. 11, no. 1, April 1973, pp. 13-19.

From this experience in teaching history and geography in southern Morocco, the author tries to define certain of the possible pedagogical objectives of these disciplines and to analyze the means which might be used to achieve them. He then deduces from this a few themes which might serve as a basis for setting up standards of observation and evaluation of instruction (the subject taught, the pedagogical means, the teaching abilities of the teacher, the student's written work).

37. "Une leçon qu'on estime intéressante" (A lesson which is considered interesting). L'Opinion, June 13, 1973, p. 4 (1 col.).

This is an editorial from the newspaper Al Alam of June 12, concerning the permission given to students of the Faculty of Letters to take second-session examinations. The aim of this initiative was to save one university year. Like the students themselves, the editorial judges that it was a mistake to close the Faculty for a year, and then have the students take their exams. Closing a university or a faculty for more than two weeks is unthinkable, it says. Such a closing should be used only to provide a period of reflection making it possible to try to solve problems.

The initiative to permit the students to take their exams is favorably viewed, but comes much too late.

38. "Les examens ne reflètent pas les connaissances de l'élève: Pourquoi ne pas les supprimer" (Examinations do not reflect the student's knowledge - why not do away with them). L'Opinion, June 13, 1973, pp. 1 & 5 (1 col.).

The month of June is, for some, the critical examination period. Examinations constitute a difficult handicap and do not reflect the student's knowledge. There should be a revision of the instruction structures, which are too much based on French education. Many western countries have done away with exams and base their evaluations on academic work.

It would also be desirable to reconsider student-teacher relations and thought should be given to making more flexible the internal regulations of certain establishments where exaggerated and corporal punishment still exists.

Moroccan education is suffering from numerous ills and should be reviewed.

39. "Une question à réviser" (A question to be reviewed). L'Opinion, June 20, 1973, p. 4 (1 col.).

The editorial of the June 19 issue of Al Alam was devoted to examinations, which according to certain teachers should be done away with, as they do not reflect the students' knowledge.

Education in Morocco is running up against other problems, the chief of which is that of the language to be used in teaching.

The idea of the education of the elite deprives a large number of rural and city-dwellers of their right to an education. The inadequacy of the trained staff makes it impossible for education to realize its aims.

The revision of the examination policy is only a corollary of that of the structure of education, for education is based on foreign principles and the problems will begin again after the school vacation if they are not resolved.

40. "L'enseignement catholique au Maroc" (Catholic teaching in Morocco). L'Opinion, June 24, 1973, p. 5 (1-1/2 col.); June 27, p. 5 (1/2 col.).

A letter from a reader reports on the scandal of Catholic education with respect to an establishment where Arabic is taught with no pedagogical method at all. The correspondent calls for employing exclusively Moroccan staff in private education. In the same article, the reply is given that the parents themselves are responsible for this situation, enrolling their children in these institutions because of their higher educational standard in comparison with most Moroccan schools. These establishments should be controlled by the authorities, but in any case, parents should not entrust their children to Catholic missions.

Another reader, a non-Muslim, replies indicating the reasons for this type of education, and its weaknesses. He too criticizes the parents, saying that many free-thinking, Protestant or even Catholic parents do not send their children to such schools.

Educational organization - Primary education

41. "Le plan et la généralisation de l'enseignement primaire" (The plan for and spread of primary education). L'Opinion, June 16, 1973, p. 4 (1 col.).

This is a translation of an editorial from Al Alam devoted to the projects of the five-year plan for the universalization of primary instruction.

The population increase should be taken into consideration, without resorting to family planning.

According to the plan, the universalization of primary education will not be complete until 1995. It also foresees the training of 8500 teachers, for an increase of 75,000 pupils.

The Istiqlal party has drawn up a plan aiming at universalizing education in 1980, but this plan was rejected by the Ministry of Education.

Educational organization - Secondary education

42. Hemmes, Abdellah. "Renforcement de l'orientation en lettres modernes. Collusion ou simple aliénation?" (Reinforcement of the orientation of modern letters. Collusion or simply alienation?). L'Opinion, June 26, 1973, pp. 1 & 5 (1 col.).

In the third and fourth years of secondary education, there has been a distinct reinforcement of the modern letters section, to the detriment of the scientific and economic sections, which once again illustrates the lack of harmony between education and the country's needs. "Letters," or subjects in the French language, are preponderant, constituting a privileged means for the bourgeoisie recovering a cultural past. It is this "universalism" which colonialism instituted in the colonies and which the Moroccan authorities are trying to impose on the country.

This section was maintained after independence, to facilitate the replacement of foreign trained staff by Moroccans, but as this policy has not been pursued, there is no longer any reason to train Moroccans in French literature and civilization.

In an under-developed country, the need for technicians takes precedence over all other concerns, and the experience of Algeria and of Guinea in this respect has been fruitful.

43. Tobani, Ahmed. "Des épreuves surhumaines en guise d'examens" (Superhuman tests in the guise of examinations). L'Opinion, June 27, 1973, p. 7 (1/2 col.).

This is a critique of the admissions examination for the secondary cycle, which instead of giving a maximum opportunity to the students, for whom it is a decisive turning point, has surprised public opinion by the context of the tests given. Some of these were not in conformity with the official instructions in force.

The level of the instruction should be raised in the programs, before being raised in the exams, which should be based solely on the candidates' knowledge.

Educational organization - Higher education

44. "Pour éviter la perte d'une année universitaire: la réouverture de la Faculté des Lettres s'impose" (To avoid the loss of a university year: the Faculty of Letters must be reopened). L'Opinion, April 20, 1973, p. 1 (1 col.).

Since the student troubles of February, the Faculties of Letters of Rabat and Fes and the Higher Normal School have been closed, despite the approach of examinations.

Solutions to this problem must be found, so as to avoid the loss of a university year and the repercussions this would have. A communiqué of the General Union of Moroccan Students demands, among other things, the reopening of these establishments.

45. "Après la fixation unilatérale de la date des examens par l'administration, l'UGEM et le SNES demandent la réunion des Conseils de Facultés". (After the unilateral setting of the examination date by the administration, the UGEM and the SNES demand a meeting of the Faculty councils). L'Opinion, May 17, 1973, pp. 1 & 5 (1/2 col.).

The administration set the date of the examinations unilaterally, without taking into account the fact that the teachers, because of various crises, have been unable to terminate the program.

They request a meeting of the Faculty council to examine the various problems which have arisen at the Faculty of Law.

In addition, the teachers of the Faculty of Law note that the conditions are not fulfilled for giving their courses at the qualitative and quantitative levels desired, and judge that this state of affairs is the result of the administration's educational policy.

They demand that the problems be examined jointly by the teachers and the administration, in the desire to preserve a respectable level for university instruction, and they ask the authorities to respect their commitments as to the reform, the autonomy and the democracy of the university structures.

Adult education

46. "A propos de l'éducation des adultes" (With respect to adult education). L'Opinion, June 8, 1973, p. 7 (1/2 col.).

The essential role of the teachers in this domain, says the article, is to ensure the circulation of information and to present a choice of information from knowledge and from experience. There must be an organized education, but this is not sufficient - a sure technique is necessary. The education of adults should be carried out in small groups, a fact which has been confirmed by social and psychological research.

Cooperation

47. Aron, Henri. "Un échec: au Maroc les enseignants français se demandent à quoi ils servent" (A failure: in Morocco, French instructors are wondering what they are doing there). Terre entière, 55-56 (Sept.-Dec. 1972), pp. 13-40.

An investigation carried out by Henri Aron in Morocco among French teachers in public secondary schools, revealed the profound unease of those who make it their profession to help in the intellectual, cultural and technical development of young Moroccans.

This survey was carried out in 1969 and 1970. In this article are published some of the replies of the 310 teachers interviewed, concerning what they think of the suitability of their instruction to the country's and to the population's needs, and of their possible contribution to Morocco's development. These replies are completed by Mr. Aron's conclusions concerning the work and the position of French secondary school teachers.

Arabization and bilingualism

48. Laroui, Abdallah. "Cultural problems and social structure: the campaign for Arabization in Morocco." Humaniora Islamica, 1/1973, pp. 33-46.

Morocco has failed in her attempts to solve her educational problems. The failure is both quantitative and qualitative, and in addition has political consequences. All are agreed on the principles of a national policy of education, which have long been epitomized by four words: Arabization, Moroccanization, Universalization and Unification. But in fact, for ten years now, each successive government has worked, at the beginning of each year, to undo what has been initiated during the previous year.

There must exist some contradiction which implicates the structure of the whole of Moroccan society, and which, determining the general policy of the state, seriously restricts the freedom of action of those responsible for educational matters. It is this socio-economic contradiction which the author takes it upon himself to examine.

49. Bounfour, Abdallah. "Le bilinguisme des lycéens: essai de description" (The bilingualism of the lycee students: an attempt at a description). Lamalif, no. 58, April 1973, pp. 24-66.

From observation in class and from discussions with second-cycle lycee students, the author determines and describes the perception of language - French, then Arabic. On the basis of these results, he makes several remarks on bilingualism and on the relations between language and ideology.

The problem of bilingualism is posed on the linguistic level, but should first be approached from the pedagogical standpoint.

50. Nviya, Paul. "Note sur le bureau permanent pour la coordination de l'arabisation dans le monde arabe" (A note on the permanent bureau for the coordination of Arabization in the Arab world). Maghreb, 57, May-June 1973, pp. 39-40.

This bureau, located in Rabat, was created following a congress for Arabization in April 1961. In addition to a revue on the Arabic language, it publishes technical lexica to permit the teaching of all scientific programs in Arabic. The scientific language throughout the Arab world must be unified.

51. Lahlou, Nabil. "Dossier l'arabisation" (The Arabization file). L'Opinion, June 18, 1973, p. 6.

This file reports on a meeting with the director of the Institute for Studies and Research on Arabization. He was asked several questions concerning Arabization, its relation to the economic and social development of the country, and the situation with regard to Arabization in education.

In a second part, he gives a brief view of the institute, which has contributed to drawing up a unified fundamental and functional vocabulary with the three countries of the Maghreb for the first three years of primary education.

The institute falls under the ministry of education, but also serves other technical departments.

IV. TUNISIA

Philosophy and theory of education

52. Khemakhem, A. "Un système dynamique démocratique et efficace de l'enseignement" (A dynamic, democratic and efficient educational system). Revue africaine de management, vols. 1 & 2, 1972, pp. 13-32.

Through a historical analysis of the most important stages in the development of education in Tunisia since her independence, Dr. Khemakhem attempts to determine the implications of a true democratization of the educational system and the necessary conditions for success in the future.

He then proposes a dynamic system of education which, by removing all possible contradictions, aims at making compatible two apparently contradictory notions: democratization and efficiency.

The proposed ystem would include elementary, high school and college education.

Finally, the entire system would be integrated into the harmonious development of the country as a whole, and would answer the need for the best possible quality at the lowest cost.

53. "Note de synthèse, plan quadriennal 1973-76, du ministère de l'éducation national. Objectifs quantitatifs et qualitatifs du système scolaire - les choix" (Synthesis report, 1973-76, four year plan, from the Ministry of Education. Quantitative and qualitative objectives of the school system - the choices). Republic of Tunisia, Ministry of Education, May 1973, 67 pp.

This report attempts to show the overall orientations for the school system during the Fourth Plan, as well as the problems that these imply. It underlines the limits and the risks of the educational planning and the employment prospects.

Following a diagnosis of the school system and a brief view of the general aims of the plan, the report studies the objectives by individual categories, the means to be used, and the various possible choices.

The appendices give the population by year of birth between the ages of 5 and 14, the primary school enrollment, the unit costs of the Fourth Plan, experiments in introducing manual work in primary school, and the rate of dropouts from the school system.

54. "La journée du savoir à travers la république. M. Driss Guiga: une réforme globale de l'enseignement est à l'étude" (The day of knowledge throughout the republique. Mr. Driss Guiga: An overall educational reform is being studied). La Presse, June 25/26, 1973, pp. 1 & 5 (4 col.).

On the occasion of the Day of Knowledge, celebrated in the different governorates of the country, the Minister of Education announced that an interministerial commission had been set up to study the question of an overall educational reform. He emphasized the fact that the 1973 results were satisfactory. Mr. Klibi, Minister of Cultural Affairs, pointed out that education must be made an instrument of development. The Minister of Finance, Mr. Fitouri, expressed the opinion that priority should be given to technology. Mr. Ben Cheikh, Minister of Transport and Communications, emphasized the importance of vocational training, and Mr. Ghedira that of agricultural instruction.

55. "L'enseignement en Tunisie dans les années 1900. Rapports et communications" (Education in Tunisia in the early 1900's. Reports). Tunisie actualités, special issue 1973, pp. 1-95.

From the beginning of the period of the protectorate, the French authorities attempted to close modern schools to Tunisians, but the Tunisian elite put instruction at the head of its concerns and demanded an improvement in the educational level. Efforts were made, and results obtained. These pages give an idea of the means of action used by the generation of the first decade of the 1900's. Various reports are given here concerning higher Islamic education at the Great Mosque of Tunis, la Khaldounia, the education of Tunisians, agricultural education, primary instruction, professional education, the education of the Muslim woman, and the reform of education at the Great Mosque.

56. "Essai de bibliographie sur l'enseignement en Tunisie des temps les plus anciens à nos jours" (An attempted bibliography on education in Tunisia from earliest times to the present day). Tunisie actualités, special issue 1973, pp. 97-164.

This bibliography, which is not exhaustive, is accompanied by an alphabetical author and subject index. Certain publications, such as the Annuaire de l'Afrique du Nord, the Ibla revue, and Al Fikr, periodically give bibliographic information from Arabic sources on education. The general part is divided into three sections, before, under and after the protectorate. Another subdivision is made according to theme, and then the different types of education are enumerated. The last section is devoted to various questions concerning education.

57. Goucha, Bechir. "Les sciences physiques. Groupes pédagogiques" (The physical sciences. Pedagogical groups). An-Nachra At-Tarbawya, Revue pédagogique, no. 4, 1973, pp. 3-8.

There are many persuasive arguments for revising the conception of the instruction in the physical sciences. The most important are the necessity of adapting the pedagogy to the structures and programs, to new resources in teaching material, the possibility of extending the application of inductive methods to the terminal classes, the lack of coordination between intention and action. Considerable work must be done to adapt education to the new circumstances which concern it.

58. El Manoubi, Khaled. "Education, salaire et productivité en Tunisie. Note de synthèse" (Education, salary and productivity in Tunisia. Synthesis report). Revue Tunisienne des Sciences sociales, nos. 32, 33, 34, 35, 1973, pp. 329-345.

For some twenty years now, the contribution of education to economic development has been apparent. Tunisia has undertaken a vast plan of school enrollment. The necessary investments have probably been made to the detriment of other sectors of the economy, and this has resulted in a problem of allotment of resources which an attempt is being made to solve by models of optimization of education. It is therefore necessary to have an idea of the research in educational economics in Tunisia, and to try to draw from this orientations for future work.

Seeking the determining elements of salary constitutes a new approach to the economic implications of education. Empirical research to find the relation between productivity and remuneration and to specify the part played by training (in the broad sense) in predicting the quality of the work, would make it possible to define a better process for enhancing the potential human capital through education.

59. "Visitant d'Ecole Nationale d'Ingénieurs de Tunis (ENIT). M. Guiga: nous voulons pour la Tunisie de demain un humanisme scientifique" (Visiting the National Engineering School of Tunis. Mr. Guiga: We want for the Tunisia of tomorrow a scientific humanism). La Presse, April 5, 1973, p. 8 (1/2 col.).

The director of the ENIT, Mokhtar Latiri, gave a report on the structures of the school, its functioning, and the education dispensed there. Driss Guiga then gave a speech in which he paid tribute to the efforts that have been made and emphasized the importance of scientific and technical studies.

60. "Les mathématiques modernes et les méthodes appropriées pour leur enseignement" (Modern mathematics and the appropriate methods for teaching them). La Presse, April 24, 1973 (1/3 col.).

Within the framework of films on psychology, a film was shown treating modern math and the methods for practicing it among children.

A novel teaching method passes first through the perception of colors and sizes and indicates that mathematics are above all a perception of relations. This new pedagogy makes the instruction of arithmetic interesting.

61. Badri, E. "Qu'il est long le chemin de l'école de campagne" (How long the path for the country school is!). La Presse, May 25, 1975, p. 2 (2-1/2 col.).

The problems raised by a short film made in 1969 are still crucial ones. The path for the country student is arid and long. The film, which raises numerous questions, formed the basis for a free debate. What is the actual fate of this instruction, conceived in city offices and distributed uniformly to children in favored regions and to those who suffer from a chronic and almost hereditary malnutrition. Instruction remains a gift given to those who are tenacious, and girls are the most persistent.

The normal school, despite its poverty, is already a city symbol. The institution feels exiled, and is awaiting a change.

The school develops in children impossible dreams. The rudiments of education are soon forgotten. The most gifted, the best-nourished, will leave. Yesterday's values are out of fashion and nothing has replaced the out-dated models. The model civilization is fleeing elsewhere.

62. Badri, E. "Ou mène ce long chemin de l'Ecole de Campagne" (Where does the long path of the Country School lead?). La Presse, June 1, 1973, p. 2 (1-1/2 col.).

After quoting from a speech by Hedi Nouira, the author raises the question of the aim and content of the instruction. Since independence, schools have sprung up everywhere.

A short film entitled "the country school" has given rise to a lively debate between researchers, teachers, normal school students and others. One of the major questions was raised by the teachers, who are fearful of rural exile. Next arises the question of the aims of the rural school. It does not fulfill the function it ought to, as it uses a pedagogy and dispenses an education which

are out of phase with the real situation in Tunisia.

Is there, in the city or in the country, a Tunisian schoolchild who reconciles the spirit and the gesture? The debate is open, and is far from being closed.

63. Ben Amor, Moncef. "11,262 candidats aux examens du baccalauréat. Un chiffre record ... mais?" (11,262 candidates at the baccalaureate examinations. A record figure ... but?). La Presse, June 1, 1973, p. 4 (1 col.).

The question of the effectiveness of education is one which is not peculiar to Tunisia. During the first years following independence, a system imported from France was tried out, in view of the lack of degree-holders. Now the situation has changed, and attention must be given to the problems which have arisen. One gap is the shortage of those with technical degrees. Scientists represent only 27.1% of all graduates. The basic question is one of programs, of the subjects which are to be taught. In addition, audio-visual systems should be introduced and made widespread as soon as possible. The parents of students and the Tunisian education organization should also increase their efforts to encourage students to choose scientific and technical sections.

64. "Première réunion du comité permanent d'études de liaison et de coordination pédagogique" (First meeting of the permanent committee for liaison studies and pedagogical coordination). La Presse, June 10, 1973, p. 4 (1/4 col.).

This committee is a consulting and advisory organ under the Ministry of Education. Its essential mission is to gather information, and to reflect on, conceive and do research on pedagogical matters. It is composed of representatives from all three cycles of education and from different economic and social sectors.

65. "Entamant sa visite d'inspection à Sfax. M. Guiga: la réforme de l'enseignement est inéluctable" (Beginning his visit of inspection in Sfax. Mr. Guiga: The reform of education is inescapable). La Presse, June 12, 1973 (1/4 col.).

Mr. Guiga visited a primary school, the former Normal School for Women, which is to become an establishment of higher education, and the center for the correction of the competitive entrance examinations for secondary school.

He emphasized the necessity of decentralizing higher education, the importance of pedagogical methods, and the need for revising teaching methods.

66. "Les objectifs généraux du IV° plan en matière d'enseignement" (The general educational objectives of the Fourth Plan). La Presse, June 16, 1973, p. 3 (1-1/2 col.).

The meeting of the Council of Ministers was devoted to an examination of the report by the Minister of Education on the quantitative and qualitative objectives of the four-year plan. An attentive examination of the school enrollment by age groups reveals certain limits. The number of dropouts poses a problem.

A disequilibrium is apparent among secondary and university teachers as to orientation. The two chief gaps in the educational structure and content are the lack of integration of the education into the environment, and the absence of any reference to employment.

The diagnosis indicates certain bases for general aims: opening education out onto life, rationalizing the costs of education, and reducing the internal disequilibria of the educational system.

Educational organization - Primary education

67. Hamzaoui, Hasna, Azouz Abdennebi and Abdellah Maaouia. "Les tests de connaissances scolaires no. 1, les tests d'orthographe arabe et français: 3°, 4°, 5°, et 6° année de l'enseignement primaire" (The academic tests no. 1, the tests of Arabic and French orthography, 3rd, 4th, 5th and 6th years of primary school). Institut National des Sciences de l'éducation, UER de pédagogie curative, 47 pp (mimeographed).

There exist no tests drawn up on the basis of the Tunisian programs of instruction, and the National Institute of Educational Sciences has undertaken to fill this gap by drawing up standardized tests for the different primary school classes. These tests meet a definite need. They make it possible to determine, with objectivity, the level of the students, which according to some teachers is inadequate. This pamphlet discusses orthography, and others are devoted to arithmetic.

68. Belajouza, Michele, Alexandra Gyss, Souad Kortes, Meriem Tlemcani, Nourreddine Dhahri, Abdessatar Dhib, and Ahmed Larabi. "Evolution d'une expérience d'enseignement des mathématiques en première année primaire" (The development of an experiment with math teaching in the first year of primary school). Institut National des Sciences de l'Education, Unité d'évaluation, 32 pp. (mimeographed).

The concern which has existed for several years to modernize math instruction has led to the preparation of a new program put into application starting in October 1968. As any chances occurring were insignificant, it was realized that it was necessary to change the spirit in which this subject was taught. An experiment was attempted in changing the content and the method in some thirty classes of the first year of primary school.

A research group followed the course of the experiment by an informal control and a systematic evaluation designed to check to what extent the aims had been achieved and how effective the new instruction was.

The present study is limited to the first level of the experiment. It is the first step in a longitudinal evaluation.

69. Ben Nacib, Jelloubi. "L'éducation physique à l'école primaire" (Physical education in primary school). An-Nachra At-Tarbawya. Revue pédagogique, no. 4, 1973, pp. 70-75.

Physical education is primordial with respect to its practice and to its results. This article includes data on the behavior of children at different ages and the exercises appropriate to these ages.

70. Laribi, Mohamed. "Il faut adapter les programmes de l'enseignement primaire" (The programs of primary instruction must be adapted). La Presse, May 9, 1973.

This article gives the methodological approaches with a view to adapting the programs of primary schools to the different stages in the development of the Tunisian child and to his needs.

Essential concepts should be substituted for the encyclopedic programs now in force. The introduction of new ideas should be compensated for by the suppression of other ideas which have lost importance. In following the methodology proposed the program may not be perfect, but it is better than the initial program. It should be emphasized that a program is never completed and that its evaluation is a continuous process.

71. "L'initiation au travail manuel à l'école primaire" (The initiation into manual work in primary school). An-Nachra At-Tarbawya. Revue pédagogique, no. 7, 1972, p. 1042.

This initiative, assisted by UNICEF, is essentially practical but will lean on the instruction in the usual subjects. It will differ according to the region - urban, agricultural, oriented towards fishing in the ports. The instruction will be addressed to students in the 5th and 6th years, on the basis of two hours per week, but at the beginning will be offered in only a few establishments.

Educational organization - Secondary education

72. "Classes expérimentales de 1ère année secondaire (Lycée de garçons de Sousse)" /Experimental classes in the 1st year of secondary school (boys' school of Sousse)/. An-Nachra At-Tabaruya Revue pédagogique, no. 7, 1972, pp. 1049-1068.

Two first-year high school classes of the boys' school of Sousse worked, during the 1969-1970 school year, according to special principles of organization and of pedagogy within the framework of the Tunisian Ministry of Education. This report describes these principles, the activities which arose from their application, and the results obtained.

73. "Présidant l'ouverture du séminaire des élèves des classes terminales. M. Guiga exhorte les élèves à s'orienter vers l'enseignement technique et professionnel". (Presiding over the opening of the seminar of the students of the final classes. Mr. Guiga exhorts the students to orient themselves towards technical and professional education). La Presse, May 20, 1973.

This seminar was organized by the regional school youth bureau of Tunis. The minister stated that the plans for economic development accord a very large place to technical and professional education, despite the fact that a technical lycee costs three times more than a general lycee. He then defined the role of the student and announced the creation of an orientation service.

74. "Arrêté du 6 juin 1973 fixant le règlement et le programme du concours de recrutement des professeurs d'enseignement secondaire du 1er cycle" (Bill of June 6, 1973 setting the regulations and the program for the competition for recruitment of secondary school teachers of the 1st cycle). Journal officiel de la République tunisienne, no. 23, June 8-12, 1973, p. 918.

This bill indicates the method of registration and the conditions for the recruitment of 1st-cycle secondary school teachers for candidates who are civil servants and for those who are not.

They must 1) be confirmed "masters" of secondary education and have practiced in this capacity for at least 1 year in the secondary schools; 2) have finished the first year of the master's degree or of equivalent higher studies and have taught for two years.

75. "Dans une interview à La Presse. M. Driss Guiga annonce officiellement pour la rentrée 73-74 l'application de nouvelles mesures concernant les programmes et les coéfficients dans l'enseignement secondaire" (In an interview with La Presse. Driss Guiga announces officially, for the 1973-74 school year, the application of new measures concerning the programs and the coefficients in secondary education). La Presse, June 22, 1973, p. 2 (5 col.).

On the basis of information on the current situation on the eve of the fourth plan, of the qualitative objectives of the plan, and of the means to be mobilized during the next four years, Mr. Driss Guiga was interviewed to clarify the plan objectives with respect to primary, secondary and higher education. Mrs. Attia, director of the girls' lycee of the Rue des Glaciers, participated in this interview.

A first objective is the improvement of the internal output of the primary cycle, and the weekly schedule of the first year will be increased by five hours.

76. Ismail, A. Mouvement de l'école moderne en Tunisie" (The modern school movement in Tunisia). An-Nachra At-Tarbawya. Revue pédagogique, no. 3, 1973, pp. 49-54.

After giving a brief history of the movement since its beginnings in 1954, the author speaks of the creation of the Tunisian association of the cooperative institute "Freinet," the research done and the pedagogical experiments made. He discusses the association's achievements since March 1972 (inter-regional exchanges, international training periods, creation of a regional committee, etc.) and its perspectives.

Educational organization - Vocational education

77. "La formation des cadres dans le secteur agricole" (Training skilled workers in agriculture). (Extract from the document of the Ministry of Agriculture: 1973/76 four-year plan), 15 pp.

The current situation, the training structures, and the average rate of production of staff are given, followed by the sector's

objectives during the plan with a view to attaining the following aims: adaptation of the training to the needs, improvement of the training, improvement of the output. The means of financing in terms of comitments planned for the sector of staff training are estimated preliminarily at 1,149,000 dinars.

78. "Présidant la réunion de la commission nationale sectorielle du travail et des relations sociales. M. Dachraoui: l'idée force de la formation professionnelle est d'instaurer une coopération étroite avec les entreprises" (Presiding over the meeting of the national sectorial commission for work and social relations. Mr. Dachraoui: The motivating idea behind vocational training is to establish a close cooperation with the firms). La Presse, April 24, 1973 (1-1/2 col.).

On the subject of vocational training and employment, the Minister of Social Affairs specified that the commission must devote itself to the study of the orientations to be taken and of the means to be used. He emphasized the importance of vocational training and indicated that the government is planning to set up specialization centers and to favor the integration of the vocational training institutions of the firms.

79. "L'école hotelière et touristique de Sousse pour une formation de base" (The hotel and touristic school of Sousse for a basic training). La Presse, April 25, 1973 (1 col.)

This school, which depends on the National Bureau of Tourism and Sous, should provide hotel establishments with the basic hotel employees. Created in 1966, it has trained 1,770 students. For men, the educational level required for admission is the third year of secondary school; girls may be admitted after the sixth year of primary school. Emphasis is placed on moral education. The students take theoretical and practical courses. Examinations and a training period complete the studies.

80. "Centre de formation d'assistants en gestion. Première promotion de 50 comptables, financiers, informaticiens et autres ..." (Training center for management assistants. First graduation class of 50 accountants, financiers, computer programmers and others ...). La Presse, June 10, 1973, p. 2 (1 col.).

Tunisian business profited in the beginning from an elite trained just before and after independence. Thereafter, there arose a shortage of middle-level skilled staff. For this reason, the Training Center for Management Assistants was created, with the help of the Higher Institute of Management. Admission depends upon evaluation of the candidate's file, and of the results of a psycho-

technical test. The idea is to determine a psychological profile of the future business head. There are five courses of specialization: accounting, finance, personnel management, commercial management and computer programming. Much emphasis is placed on the practical aspect, and practical training periods are organized. The number of employment offers submitted to the center exceeds the training capacities. The creation of another center in Sousse or Sfax is planned.

81. Derouiche, Larbi. "En collaboration avec la STD et Olivetti, l'OTTEEFP crée un centre de formation de réparateurs de machines à écrire et à calculer unique en Afrique" (In collaboration with the STD and Olivetti, the OTTEEFP creates a training center for typewriter and adding machine repairmen unique in Africa). La Presse, June 27, 1973 (1/2 col.).

This center is still in an experimental stage, and being the only one of its kind in Africa, it also offers training to citizens of other African countries. This section should develop, to extend its activities to manual, electric and, finally, electronic accounting machines. Fifty young people have already been trained at this center and have been sent to various typewriter and adding machine maintenance firms.

Educational organization -- Higher education

82. Monastiri, T. "Tunisie. I. L'enseignement" (Tunisia. I. Education). Chronique sociale et culturelle. Annuaire de l'Afrique du Nord, 1972. Paris: CNRS, 1973, pp. 429-441.

A new reform of the university structures, although prepared long ago, was born in a troubled period. The first part of this article analyzes the university crisis, as this weighs on the entire educational policy of the government. The principal aspects of the policy are then presented, followed by a description of and a commentary (with figures) on the school enrollment movement during the year.

The reform planned for higher education is preceded by a critical analysis of the university situation and of the points of view of the teachers and of those taught. An attempt is then made to define the university's mission.

83. "Effectuant une visite d'inspection dans le gouvernorat de Gafsa, M. Mzali: la création d'autres facultés de médecine à Sousse, Sfax et Tunis satisfera les besoins pressants de la Tunisie en cadres médicaux" (On a visit of inspection in the governorate of

Gafsa, Mr. Mzali: The creation of other faculties of medicine at Sousse, Sfax and Tunis will satisfy Tunisia's urgent need for medical staff). La Presse, April 6, 1973, p. 5 (2 col.).

On the occasion of this visit, Mr. Mzali discussed several questions. Among other things, he expressed dissatisfaction with the shortage of qualified Tunisian medical staff, which makes foreign cooperation necessary. To correct this situation, medical faculties are planned for Sousse and Sfax. For paramedical staff, training periods and seminars will be organized, and the effort will be geared towards the training of qualified health technicians.

84. "M. Driss Guiga préside la réunion des cadres de la Faculté de Droit et des Sciences politiques et économiques" (Mr. Driss Guiga presides over the meeting of the staff of the Faculty of Law and Political and Economic Science). La Presse, April 8, 1973 (1/2 col.).

During the debate which was held, the students emphasized the lack of dialogue with the administration, which aggravates the existing problems. They also criticized the system of set courses.

The Minister of Education pointed out that these problems are of three orders: 1) the content of the instruction; 2) the method of instruction; 3) the relations between those who participate in this education. He added that the basic problem is a shortage of skilled staff.

85. "M. Guiga visite l'ONOU et le centre national pédagogique: l'office doit être éfficace pour constituer un environnement adéquat pour les étudiants" (Mr. Guiga visits the National Bureau of University Activities and the national pedagogical center: The bureau must be efficient so as to set up an adequate environment for the students). La Presse, April 25, 1973 (1 col.).

The Minister of Education stresses the importance of the bureau and the necessity of its being effective. The cost of university education is 4,800,000 dinars, while the social cost is 5,475,000 dinars devoted to the granting of scholarships and the administration of the university residences. Mr. Guiga recalled the sacrifices made by the state, since 80% of the students hold scholarships.

He also spoke of the problem of university residences and of their social and cultural organization and the creations of students houses.

At the National Pedagogical Center, he listened to reports on the operation and works of the center, and discussed the project of educational television.

86. "Décret no. 73-224 du 19 mai 1973 fixant le régime des études de la Faculté de Droit et des Sciences politiques et économiques" (Decree no. 73-224 of May 19, 1973 setting the studies of the Faculty of Law and Political and Economic Science). JORT no. 20, May 18-22, 1973, p. 813.

This decree defines the conditions under which the higher studies at the Faculty of Law and Political and Economic Science are organized and held. In addition to the general provisions indicating the duration of the studies (4 years), the registration conditions and the diplomas offered, an indication is given of the program of each of the two years of the two cycles which make up the four years of studies.

87. "Visitant l'Institut Supérieur de Gestion, M. Driss Guiga: l'université est un lieu privilégié de rencontre entre les jeunes générations et leurs aînés" (Visiting the Higher Institute of Management, Mr. Driss Guiga: The university is a privileged site for meeting between the young generations and their elders). La Presse, June 9, 1973.

The Minister of Education visited the different classrooms before attending a meeting-debate organized by the third-cycle students. He drew a parallel between an economic firm and the university. He also indicated that the Tunisian academic enterprise is marked by a classicism of structures but that these structures must be flexible.

Teaching Aids

88. "A la recherche d'une pédagogie nouvelle" (In search of a new pedagogy). An-Nachra At-Tarbaiya. Revue pédagogique, no. 7, 1972, pp. 22-27.

This article reports on an interview with the headmaster of the Lycee of Sousse and with the teachers who took part in the experimental classes. They discuss the pedagogical principles on which the experiment was based, the results obtained, and the methods used by the teachers.

89. "Phase pré-préparatoire du projet des 'techniques audio-visuelles d'éducation et de formation'" (Pre-preparatory phase of the project of "audio-visual educational and training techniques"). Information bulletin on the activities of the National Committee for the Study of Audio-Visual educational and training Techniques, May 1973, no. 2, pp. 3-21.

This bulletin publishes two very important documents concerning the pre-preparatory phase between December 1972 and December 1973. The first document describes the objectives of this phase, its place in the project, its methodology (analysis of the supply and of the demand). The second document describes in detail the tasks of all types, short- middle- and long-term, assigned to the work group placed under the direct responsibility of the committee.

90. "Enseignement par la télévision: une mission tunisienne d'études en Côte d'Ivoire" (Education by television: A Tunisian study mission in the Ivory Coast). La Presse, April 6, 1973, p. 2 (1/4 col.).

A Tunisian mission has just visited the educational television complex of the Ivory Coast. This visit was motivated by Tunisia's project to create her own educational television system with the help of UNESCO and of Sweden.

91. Attia, Abdelhamid. "L'Institut de la jeunesse bourguibienne de Sousse crée une banque du livre scolaire" (The Bourguiba youth institute of Sousse creates a school book bank). La Presse, June 9, 1973, p. 2 (1/2 col.).

The aims of this original initiative are to give secondary school students the opportunity to acquire more easily the school books which are indispensable to their studies, to see to it that the stock of books serves the members throughout the period of their secondary studies, and to build up a public library for secondary students, in relation to the teaching programs.

There are plans to create branches of the bank in the chief cities of the region.

92. "Décret no. 73-290 du 15 juin 1973 portant création du Comité d'études des techniques audio-visuelles d'éducation et de formation" (Decree no. 73-290 of June 15, 1973, bearing on the creation of the Studies Committee for Audio-Visual educational and Training Techniques). JORT no. 24, June 15, 19 & 22.

This decree indicates the creation of the committee and sets its tasks and composition. The committee is responsible for analyzing the qualitative and quantitative objectives of an overall setting up of audio-visual educational and training techniques in Tunisia, and for formulating the possible solutions enabling the achievement of these aims.

93. "M. Driss Guiga visite la Faculté de Théologie et l'Institut de Presse et des Sciences de l'Information" (Mr. Driss Guiga visits the Faculty of Theology and the Institute for Journalism and Information Sciences). La Presse, April 22, 1973 (1/2 col.).

On this occasion, Mr. Guiga held a meeting with the members of the council of the Faculty of Theology. A brief history of the faculty and a report on its aims were given. The institution must be based on Arab and Islamic society, at the same time adopting scientific and rational methods.

At the Press Institute, he enquired into the students' problems. Several questions concerning the institute's statute and facilities were raised. He emphasized the importance of a coordination between the institute and the different organs of information.

Special education

94. Ben Fatma, Mohamed. "Le comportement des enfants de Bourguiba dans la société et l'éducation qu'ils reçoivent" (The behavior of "children of Bourguiba" in society and the education they receive). Bulletin d'information de la Société Tunisienne de Psychologie, 3/1973, pp. 17-21.

The children's villages of Bourguiba constitute an ideal ground for studying the influence of pedagogical methods on the behavior of the individual. Considering the failure, in society, of nearly one-half of those who leave these villages, the author wished to show that their difficulties are related to their situation as children in the community, where an inappropriate pedagogical system is applied. After indicating the method of approach, he gives the results of the study. The pedagogy in the community is based on what he calls an epistemological antagonism.

95. Hosni, Mahmoud. "Les cours du soir et l'enseignement par correspondance: des études de la dernière chance?" (Night courses and instruction by correspondence: last-chance studies?). La Presse, April 6, 1973, p. 2 (3-1/2 col.).

The birth of new professions has brought about an increase in the number of schools, including correspondence schools. Several factors are responsible for the recourse which is had to these schools. In Tunisia, considering the number who abandon their studies, the "Institut Supérieur du Travail" (Higher Institute of Labor) was founded in 1963. It specializes in the technical and scientific branches and gives retraining and improvement courses, mainly through night classes. Its students come from various backgrounds and numerous activities. Little by little, correspondence courses have also been instituted. They are of three levels (the last three years of secondary education), and concern the scientific and technical sections. The problem is to adapt the institute to the requirements. The article also indicates the method of registration in the institute and gives information on the home education center which exists in France.

96. Ahmed, Fadhila. "S'ils sont victimes du sort, les handicapés mentaux ne devront pas être victimes de la négligence" (If they are victims of fate, the mentally handicapped should not be victims of negligence). La Presse, May 26, 1973, p. 2 (2-1/2 col.).

In the beginning a leisure club for the mentally handicapped, the UTAIM (Tunisian Union for Aid to the Mentally Handicapped) has become a national public service association. Recognized by the state, it receives a subsidy, premises, and teachers. The children, who are admitted between the ages of 6 and 8, pass before a psychopedagogical commission to be placed in groups. The programs are based on exercises in education, sensory perception, orthophony, spatial education and motor control. One phase of the instruction is designed on a pre-professional level.

The organization has budgetary and training difficulties.

Cooperation

97. "Séjour de M. Guiga à Tripoli: Signature aujourd'hui d'un accord relatif à la situation des enseignants tunisiens en Libye" (Mr. Guiga's trip to Libya: Signature today of an agreement relative to the situation of Tunisian teachers in Libya). La Presse; April 17, 1973 (1/4 col.).

Meetings between Tunisia and Libya concerning cooperation in the cultural and educational fields began on April 16 in Tripoli. The delegations of the two countries are to sign an agreement on the situation of Tunisian teachers in Libya and will discuss the recommendations of the joint commission responsible for the unification of the traditional systems.

98. "Table ronde sur la coopération tuniso-française dans le domaine de l'enseignement" (Round table on Tunisian-French cooperation in the field of education). La Presse, June 24, 1973, p. 12 (1/2 col.).

The high-level civil servants of the Ministry of Education and certain teachers met and emphasized the fruitful nature of bilateral cooperation in education. The French teachers should be chosen according to Tunisia's needs. Thus for higher education, the cooperants should be chosen in conformity with the orientation towards research. There are 400 fewer cooperants this year.

Arabization and bilingualism

99. Baffoun, Alya. "Le rôle du langage dans le développement psychogénétique: contribution à l'étude du choix de la langue d'enseignement" (The role of language in the psychogenetic development: contribution to the study of the choice of the teaching language); Revue tunisienne des Sciences sociales, no. 32, 33, 34, 35, 1973, pp. 11-42.

After studying the theoretical information on the linguistic problem through the role of language in psychic development, the author studies the choice of the language of instruction in the Third World countries, by imagining the place of the national language in the psychic process, the linguistic situation in the Third World countries, and their characterizations. Last, she discusses unilingual literacy campaigns conducted in a foreign language, and bilingualism, especially in the Maghreb. The two levels of failure of bilingualism are both on the school level (their causes are basically pedagogical and psychogenetic), and at the level of the cultural content (by subordinating the Arabic language to the foreign language).

The basic choice of conducting education in the national language is a necessary condition for ensuring the psychological and cultural promotion of the student, without excluding, in a second phase, the study of foreign languages and works.

100. "La langue des étudiants" (The students' language). Revue de Presse, vol. 18, no. 175, May 1973, 2 pp.

The Moroccan magazine Lamalif, in its no. 58 (April 1973), presents a file on Arabization in the Maghreb. One article gathers together two studies published by the CERES in Tunisia, one on the language of secondary school students, by Zohra Riahi, and the other on the language of university students, by Habib Ounali. It is passages from the latter article that are quoted here.

French is the language through which education is dispensed. The students know both languages. Three-quarters say they are in favor of bilingualism being maintained, while 1/4 feel that it constitutes a hindrance to development. For higher education, 85% say that they are in favor of partial Arabization. All think that literary Arabic should be reformed. Outside the classroom, French loses its importance. The students then speak a mixture of French and Arabic.

In conclusion, the students have not one, but several languages, which they use differently, and they are living an acute linguistic problem.

V. SPECIAL PROBLEM - SCHOOL DROPOUTS

The problem of school dropouts has become acute in developing countries, representing the loss of a potential national economic asset, as well as putting the students involved at a great personal disadvantage, and posing a social problem of considerable proportions, in view of the fact that dropouts are often unprepared to assume any regular employment.

Of course, the ideal of universal school enrollment pursued and very nearly achieved by Tunisia and Algeria means that inevitably there will be a certain proportion of dropouts because of failure, due quite simply to lack of aptitude. But the number of dropouts seems to be excessive, especially considering that many students leave school for personal reasons rather than because of inaptitude. Ways should be found to promote the conditions for the student's success, and to provide viable alternatives for those who still leave school for one reason or another.

The most important causes of failure are related to over-population, to an inadequate level of training on the part of teachers, and to language problems arising from the difficulty of studying in two languages simultaneously. According to one study, 55% of the dropouts in Tunisia are motivated by lack of interest, 30% by urgent family requirements, and 15% by other, unforeseen causes. Female students are less motivated to do well than are male students.

Algeria has found one partial solution to the problem in its "Centre National d'enseignement généralisé" (National Center for Universal Education). Begun in the aim of providing instruction for those who work but have had no education, or a deficient education, it has been extended to provide instruction for students who have been dismissed from school.

Tunisia too has created training centers to keep school dropouts from unemployment.

Statistics are available in Tunisia on dropouts from higher education as well as from the primary and secondary schools, but at this level the problem is a different one, in that in many cases students may only be interrupting their studies temporarily. It should also be taken into consideration that university students are subject to the normal influences and risks of adult life, so that the causes behind failure are far less amenable to organized solution.

Articles concerning school failure and dropouts:

Algeria

(1) "Le Centre National d'enseignement généralisé" (The National Center for Universal Education). Revue de Presse, March 1973, pp. 6-7.

(2) Le Brun, O. "Algérie: éducation, formation et emploi des jeunes non-scolarisés" (Algeria: education, training and employment of young people who are not in school). Mission report. Paris: UNESCO, 1972, 73 pp.

Morocco

(3) "Des vacances de trois mois pour les uns et un éternel désoeuvrement pour les autres" (A three-month vacation for some and an eternal idleness for others). L'Opinion, June 13, 1973, p. 8 (1/2 col.).

Tunisia

(4) Baffoun, Alya. "Contribution à l'étude des pertes d'effectifs scolaires dans les pays du Tiers Monde. L'exemple de la Tunisie" (Contribution to the study of losses in school enrollment in Third World countries. The example of Tunisia). Thesis summary, in: Bulletin de la Société Tunisienne de Psychologie, 1973, pp. 2-8.

(5) Kilani, Ahmed, and Mohamed Kamech. "Absentéisme. Déperditions et motivations des étudiants. Elaboration-analyse" (Absenteeism. Dropouts and students' motivations. Elaboration-analysis). Institut National des Sciences de l'Education. n.d. 17 pp.

(6) "Informations sur la déperdition dans l'enseignement supérieur" (Information on dropouts in higher education). May 1972, 16 pp.

(7) "Présidant le congrès de la cellule de Rbadh de Sfax, M. Hamed Zghal: les écoles sont aujourd'hui en mesure d'accueillir tous les enfants en age de scolarisation" (Presiding over the congress of the Rbadh cell of Sfax, Mr. Hamed Zghal: the schools are now equipped to handle all school-age children). La Presse, August 14, 1973.

(8) "L'avenir des défaillants de l'enseignement" (The future of school dropouts). La Presse, August 31, 1973, p.2 (1 col.).

(9) "Au cours d'une conférence de presse: M. Guiga: nous comptons introduire des réformes afin de réduire le nombre des défaillants" (During a press conference: Mr. Guiga: we are planning to introduce to reduce the number of dropouts). La Presse, September 27, 1973, p. 4 (3 col.).

LIST OF PERIODICAL SOURCES

Al Lisaniyyat
An-Nachra At-Tarbawya
Annuaire de l'Afrique du Nord, 1971
Bulletin d'information de la Société tunisienne de Psychologie
Bulletin d'Information du Tavef
Bulletin officiel du ministère de l'Education National
Didactique géographie - dossiers de recherche et d'enseignement
El Moudjahid
Humaniora Islamica
Jeune Afrique
Journal Officiel de la République Tunisienne
Lamalif
Révolution africaine
Revue africaine de management
Revue algérienne des Sciences juridiques économiques et politiques
Revue Tunisienne des Sciences Sociales
Terre entière
Tunisie actualité

LIST OF AUTHORS

ABDENNEBI, AZOUZ - 67
ADAM, ANDRE - 1, 34, 35
AHMED, FADHILA - 96
ARON, HENRI - 47
ATTIA, ABDELHAMID - 91
BADRI, E. - 61, 62
BAFFOUN, ALYA - 99, (4)
BELAJOUZA, MICHELE - 68
BELKHODJA, AMAR - 5
BEN AMOR, MONCEF - 63
BEN FATMA, MOHAMED - 94
BENLAGHDAD - 26
BEN NECIB, JELLOUBI - 69
BERRI, YOUNES - 29
BOUNFOUR, ABDALLAH - 49
CHERBAL, ABDELMAJID - 3
DEROUICHE, LARBI - 81
DHAHRI, NOUREDDINE - 68
DHIB, ABDESSATAR - 68
EL MANOUBI, KHALED - 58
GOUCHA, BECHIR - 57
GYSS, ALEXANDRA - 68
HADJ, CHIKH BOUCHANE - 16
HAMZAOUI, HASNA - 67
HOSNI, MOHAMED - 95
ISMAIL, A. - 76
KABECH, MOHAMED - (5)
KHAZNADJI, A. - 9
KHEMAKHEM, A. - 52

KILANI, AHMED - (5)
KORTAS, SOUAD - 68
LAHLOU, NABIL - 51
L'ARABI, AHMED - 68
LARIBI, MOHAMED - 70
LAROUI, ABDALLAH - 48
LE BRUN, O. - (2)
LUCAS, PHILIPPE M. - 18
MAAOUIA, ABDELLAH - 67
MAZOUNI, ABDALLAH - 30
MEHDES, ABDELLAH - 42
MONASTIRI, T. - 82
MUIYA, PAUL - 50
OURABAH, FADIL - 13
SOURIEN, CHRISTIANE - 31
TEBANI, AHMED - 43
TLEMCANI, MERIEM - 68
ZGOR, M'HAMED - 36
ZWOBODA, JACQUELINE - 27